ENGLISH/LANGUAGE ARTS

2008-2009

DIRECTIONS FOR COMPLETING YOUR ONLINE PORTFOLIO
AND
IMAP—INDIANA MENTORING AND ASSESSMENT PROGRAM

1. Make sure your school corporation has assigned you a mentor and has enrolled you in IMAP. You should have been instructed to open a TOLS (Teacher online system) account and you should have received an automated confirming email which verified that you have accepted your assigned mentor. Please keep a copy of that email for your files.

2. Soon after your online enrollment is completed, you will receive an instructional email from smartDESKTOP, a teacher tool found on the IDOE (Indiana Department of Education) website. (www.doe.in.gov)

3. Navigate to the IDOE website, www.doe.in.gov .
Go to Educator Licensing/Professional Standards, www.doe.in.gov/dps
Click on "Beginning Educator. Choose Second Year Teacher. Navigate to your content area to download your requirements.

4. Download the documents from the Office of Educator Licensing and Development website above.

5. **REQUIRED FORMS THAT NEED TO BE UPLOADED TO SMARTDESKTOP ARE MARKED IN YOUR PACKET AND ARE DESIGNATED IN THE CHECKLIST FOUND AT THE END OF EACH PACKET.**

6. Directions for smartDESKTOP.

a. Log on to smartDESKTOP.
b. Navigate to the Instruction tab.
c. Begin creating lesson plans
d. Rely on smartDESKTOP HELP to answer questions.
e. When you have completed all five days of plans, and attached all supporting material, navigate to Collaboration, add colleagues and add the area that best fits your situation. For example, if you are an English teacher in Grade 1, choose English, Grade 1.

After you have completed all of the above steps, please email portfoliocomplete@doe.in.gov

Include this information in your email:

YOUR NAME
SCHOOL NAME
GRADE LEVEL
COLLABORATION GROUP YOU CHOSE

You will receive an automated email that states that we have received your submission. You should print this email for your receipt.

Within 4 weeks you will receive an email from our office. This email will include a PDF attachment of either a pass/fail letter and a verification form to be signed by your principal, mentor and yourself. Also, we will include information for applying for your next license.

COMPLETED PORTFOLIOS WILL BE ACCEPTED AFTER NOVEMBER 1, 2008 UNTIL MAY 1, 2009.

ANY SUBMISSIONS OUTSIDE OF THIS TIME FRAME WILL NOT BE SCORED AND THE CANDIDATE WILL NEED TO WAIT UNTIL THE FOLLOWING SCHOOL YEAR TO SUBMIT A PORTFOLIO.

Please plan ahead to submit your portfolio in a timely manner. If you have been enrolled in IMAP for two years and you cannot submit by May 1, 2009, you need to request an extension. This request should be received in our office not later than April 15. ([link to extension form](http://www.doe.state.in.us/dps/beginningteachers/special_circumstances.doc))
http://www.doe.state.in.us/dps/beginningteachers/special_circumstances.doc Last minute technology or other issues will not constitute a good reason for an extension. Please plan in advance.

FOR SPECIFIC QUESTIONS ABOUT YOUR PORTFOLIO, EMAIL imaphelp@doe.in.gov

TEACHING PORTFOLIO CLASS PROFILE FORM
REQUIRED---ATTACH TO LESSON ONE USING <u>THE ONLINE PORTFOLIO</u>

Portfolio: Content area: _____Unit name: _____

Class that is the focus of the portfolio: Class minutes/day: _____ Class minutes/week: _____

   Class sessions during the instructional unit: _____ Block schedule _____

   (Specify & describe) _____

   Class meetings with the selected class per year: _____

  Grade level(s) in your portfolio class: pre-k   1   2   3   4   5   6   7   8   9   10   11   12

        (Circle all that apply)

  Composition of your portfolio class:

   _____ Number of boys   _____% Black

   _____ Number of girls   _____% Hispanic

   _____ Number of bilingual students   _____% White

   _____ Number of students identified as   _____% Asian/Pacific Islander

     special education students   _____% American Indian/Alaskan Native

                 _____% Biracial

Ability grouping: _____ heterogeneous _____ homogeneous (___ advanced, ___ average, ___ general)

Primary texts used in portfolio class *(Please provide title, author/publisher, and date of publication of all textbooks or laboratory manuals, etc.)*

_____

_____

(Note: If elementary education teacher, please provide this information for either literacy or numeracy instruction)

Number of other adults in the room during portfolio instruction: _____

If one or more, please specify title(s)/role(s):   *(Check all that apply)*

☐ Paraprofessional   ☐ Parent volunteer

☐ Co-teacher   ☐ Other

Community: _____ Rural _____Suburban _____ Urban _____ Other

_____ Mostly affluent families   _____ Mostly upper middle-class families

_____ Mostly lower middle-class families   _____ Significant number of families at or near the poverty line

_____ Mixture of economic statuses *(Describe)*

School: _____ Pre-K _____Elementary _____Middle or Junior High _____ High School _____ Other

Total number of students in the school _____ Public _____ Private

Access to Technology:

Basic four function calculators	_____ exceptional	_____ adequate	_____ wanting
Scientific calculators	_____ exceptional	_____ adequate	_____ wanting
Graphing calculators	_____ exceptional	_____ adequate	_____ wanting
Computers	_____ exceptional	_____ adequate	_____ wanting
Manipulatives for inquiry	_____ exceptional	_____ adequate	_____ wanting
Consumables for Inquiry	_____ exceptional	_____ adequate	_____ wanting

Other technology (e.g., projection screen for computer or calculators, probes, internet connection)

_____

Your Mentor: **Your Teaching Assignment:**

_____ Building level content-specific supervisor   _____ Departmentalized (most or all subjects taught)

 (e.g., department chair)   _____ Interdisciplinary team

_____ Building level content- specific teacher   _____ Departmentalized and interdisciplinary

_____ Other _____   _____ Other _____

COMMENTARY ON THE LEARNING COMMUNITY
ENGLISH/LANGUAGE ARTS
REQUIRED --- ATTACH TO LESSON ONE USING <u>THE ONLINE PORTFOLIO</u>

Using the Online Portfolio program, write a commentary that sets the context for instruction in terms of the community, the class, and the students in the class. In the commentary, please respond to the following prompts.

✎ Describe the composition of your class and the type of community from which your students come.

✎ Describe how the learning community in your classroom supports students' cognitive and affective development.

✎ Describe how the composition of the learning community impacts the physical arrangement and time and classroom management of the class.

✎ Describe how you provide students with opportunities to understand and appreciate the diverse culture(s) and diverse perspectives of others.

DESCRIPTORS FOR STUDENT A AND STUDENT B
REQUIRED --- ATTACH TO LESSON ONE USING <u>THE ONLINE PORTFOLIO</u>

Please provide the following information for Student A and Student B:

1. **Age**
2. **Grade**
3. **Instructional level**
4. **Preferred learning style(s)**
5. **Strengths and weaknesses**
6. **IEP goals and objectives (if any)**
7. **Time per week that you provide instruction for student**
8. **Accommodations (As denoted in IEP or ones that you have implemented.)**
9. **Cultural or environmental factors which impact student learning**
10. **Sources used to gather information about the student**

The chart will accommodate as much information as you need to list. However, you should limit your submission to not more than two pages.

Information	Student A	Student B
Age		
Grade		
Instructional level		
Preferred learning style(s)		
Strengths and weaknesses		
IEP goals & objectives (if any)		
Time per week providing instructions for student		
Accommodations		
Cultural or environmental factors which impact student learning		
Sources used to gather information about the student		

COMMENTARY ON SERIES OF 5 LESSONS
ENGLISH/LANGUAGE ARTS
REQUIRED---ATTACH TO LESSON ONE USING <u>THE ONLINE PORTFOLIO</u>

An effective instructional plan focuses on students' development and integration of content knowledge, skills and strategies with the development of behaviors that help them to become independent and to think critically.

- The instructional plan **accommodates student learning needs and interests and allows for instructional adjustments**.
- Instructional planning **of concepts and activities that build on each other** and are responsive to students' learning needs is the basis for effective instruction to help students develop conceptual understanding.
- The instructional plan needs to reference the ***Indiana Academic Standards.***

LITERACY

☒ **Using the Online Portfolio program** write a commentary about the important English concept(s) that your class will learn during the featured five-day segment. Respond to the following questions and/or prompts:

 ✍ What concept(s) have you chosen to teach, and how are they important for student learning?

 ✍ Describe the prior knowledge of students in your class. How does their previous experience affect your instructional planning for this learning segment?

 ✍ How can you extend the concept(s) to other content areas?

 ✍ How did you adapt the lesson to meet the needs of diverse learners?

Read and Think About . . .

- What learning opportunities and experiences will support learning as students interact with and compose texts? How will these learning activities be differentiated to meet the varied learners in the portfolio class?

Planning for both students and content is important, but **remain flexible** enough to take advantage of the discoveries that students make as they explore and respond to text(s). **Before you select your learning segment, please think about the following important considerations. These guidelines reflect features that teachers will consider in assessing your teaching portfolio. Also, consider the time of year when you would teach this unit and any challenges that might occur due to the timing (i.e., snow days).**

What is considered *text* in contemporary English language arts curriculum?

- literary texts (canon pieces and nontraditional works)
- nonfiction texts
- informational texts
- technical texts
- multimedia texts

Choose texts – or allow students to choose texts -- that support the instructional goals of the learning segment and are appropriate for the reading levels and/or interests of the learners in your classroom.

What is a *challenging classroom environment*?

- Students have opportunities to explore important questions/aspects of texts.
- Students react to other's comments.
- Students make connections to personal experiences, previous texts, historical and current events, and various historical, cultural, or critical perspectives.
- Students refer to the text to support their conclusions.
- Students contribute to the overall development of their own and peers' understanding.

Challenging English language arts classrooms provide numerous and varied opportunities for

students to have "choice and voice" in their learning.

What is an *effective classroom discussion?*

- centers on student interactions
- includes direct referencing of text(s)
- allows for personal connections to text as well as analysis of it

Effective discussions may take multiple forms and include various strategies – Socratic Seminar,

fish bowl, inductive questioning, open-ended problem solving, partner work, literature circles,

small or large group dialogue –but they focus on students' interpretations and understandings

rather than on the teacher's.

What does a teacher do to support students in using a *flexible writing process*?

- understand the underlying concepts and research that describe how people think, write, and review
- apply that knowledge to classroom practices
- accommodate the needs of students as they work through their own processes
- understand that the quality of the writing task has an impact on a student's product
- design meaningful, authentic writing tasks that engage students

The teacher scaffolds instruction to support students in formulating initial ideas, working through

multiple drafts, receiving and giving constructive feedback, revising, editing, and publishing

student-generated texts.

Long Plan REQUIRED

Expanded Lesson   *This is an example. You will create your plans in smartDESKTOP.*

Goals/Objectives:

```
Write specific goals and objectives here...
Example:  To compare and to contrast fractions......
```

Overview:

```
Brief description of the lesson. w hat you w il do, w hat concept the students w ill learn, etc.
Be sure to include and specific requirements from your particular content area if required.
For example, elementary might include w ays to promote habits of mind;
science may include safety procedures; math may include use of manipulatives, etc.
```

Modifications:

```
Be very specific about the modifications you w ill make for
Student A--
Student B--
```

Materials:

```
List all of your materials here.  Be specific and inclusive.
```

Assessment Plan:

```
List the type of assessment/student w ork you w ill use.  If from a printed source, note name and page.
 i.e, Scott-Foresman, math assessment, pg. 34
You should have student w ork from each day.  On one of your days, you
should have used a teacher made rubric or assessment to chart student grow th.
Present w ork from Student A and Student B to your mentor for their review .
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ANALYSIS OF TEACHING AFTER EACH LESSON
ENGLISH/LANGUAGE ARTS
FIVE LESSONS IN ALL --- REQUIRED --- ATTACH ONE TO EACH LESSON
USING <u>THE ONLINE PORTFOLIO</u>

Using the Online Portfolio program write an analysis of your teaching by answering the following prompts. <u>This exercise is for each of the five lessons</u>.

✎   What did you expect students to learn during the lesson? If the expectations for learning were different for Students A and B and their instructional group(s), describe both. How did you modify, if necessary, the learning environment for this lesson to ensure the participation of all students?

✎   List and describe in sequential order, the instructional strategies, learning activities, and resources you used to promote student learning during the lesson. If instructional strategies, learning activities, and/or resources were different for Students A and B and their instructional group(s), describe both.

✎   What were the criteria for student success for the lesson and how was it communicated to the class? If the criteria for student success for the lesson were different for Students A and B and their instructional group(s), describe both.

✎   How did you monitor students' learning and what did you learn about students' progress toward the English concept(s)? How and what did you communicate to students about the results of their performance/work?

✎   Based on the performance/work of your students for the lesson, how will you adjust, if necessary, your teaching for the next lesson?

VIDEO DIRECTIONS
REQUIRED ACTIVITY

✎ Choose one of your five lessons to videotape.

✎ Before you tape, please send home videotaping permission forms. Keep these for your records.

✎ Ask a colleague or your mentor to do the taping for you.

✎ You may use whatever filming media you have at your disposal.

✎ You video should be at least 15 minutes in length and not exceed 30 minutes.

✎ The video should include instruction by the teacher and interaction with the students. Review the video commentary you will be completing to make sure all those areas are covered in your video.

✎ Review the video by yourself or with your mentor. Complete your commentary. Attach it to the appropriate lesson.

✎ Allow your mentor to view your video. Mentor should complete their checklist, email it to you and you should attach this sheet to the designated lesson using **the Online Portfolio program.**

✎ **DO NOT send in your video to DOE**.

Notice to Parents or Guardians

Dear Parent/Guardian:

I am participating in the Indiana Mentoring and Assessment Program developed by the Indiana Division of Professional Standards. The DPS is developing a new assessment system for licensing beginning teachers based upon standards for teaching. Beginning teachers will develop a performance portfolio to demonstrate what they know and are able to do. The goal of this program is to give new teachers more support and guidance to improve teacher quality while linking teaching standards to student standards for improved student learning.

I am sending you this letter to notify you that I will be video recording selected lessons in my classes and submitting examples of student work as evidence of my teaching. Although the video will include both the students and me, the primary focus of the recording is on my teaching not the students in the class. Your child may be included in this video or his/ her work included in the written materials I submit.

Please be aware students' names will not be included on any of the materials I submit, nor will students' identities or the school be revealed. The Division of Professional Standards will only use the materials I submit for evaluation of my teaching, for research purposes, and for training educators.

If you object to your child being shown in the video recording, please let me know. Thank you for your help and consideration in this matter.

 Sincerely,

_____   Date: _____

Aviso a los Padres o Tutores

Queridos Padres o Tutores:

Soy participante en el programa "Indiana Mentoring and Assessment", un programa desarrollado pr el Division of Professional Standards (La Administracion Profesional de los Requisitos de Indiana). Esta Administracion esta desarrollando un nuevo sistema de evaluar a los maestros al graduarse de la universidad, basado en los requisitos para la ensenanza. Los nuevos maestros van a preparar una cartera de realizacion para mostrar lo que sepan y lo que sean capaz de hacer. El objetivo de este programa es dar mas apoyo y direccion a los nuevos maestros para mejorar la calidad de la ensenanza mientras que se conectan los requisitos de los maestros a los de los estudiantes para que los estudiantes aprendan mejor.

Les mando a Uds. esta carta para avisarles que voy a grabar en video unas lecciones en mis clases y que pienso entregar unos ejemplos del trabajo de los estudiantes como prueba de mi capacidad de ensenar. Aunque el video va a incluirnos a los estudiantes y a mi, el foco principal del video es de mi ensenanza, no de los estudiantes. Es posible que incluya a su hijo/a en el video y de que su trabajo sea incluido en las obras que yo entregue.

Quisiera que Uds. se den cuenta de que los nombres de los estudiantes no aparecen en el video, ni su identidad, ni el nombre de la escuela. La Administracion de Los Requisitos de Indiana solo usan las obras que yo entregue para valorar mi ensenanza, para hacer investigaciones y para instruir a los maestros.

Si Uds. se oponen a que su hijo/a sea incluido en la grabacion, haganme el favor de avisarmelo. Les agradezco mucho su cooperacion en este asunto.

Sinceramente,

_____   Fecha: _____

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COMMENTARY ON THE VIDEO
REQUIRED --- ATTACH TO THE LESSON YOU VIDEOTAPED

Using the Online Portfolio program, write a commentary analyzing and reflecting upon the video lesson. Include your observations from reviewing the video and the students' work as part of this commentary.

✎ Were the task(s) and concept(s) implemented as planned? What changes did you make, and why did these changes occur?

✎ Analyze the questions, conjectures, observations, and/or discussion with respect to the students' understanding of the concept or procedure.

✎ Cite examples from the video that show how you gathered information about what the two students were learning, and how you used this information to modify the instruction during the lesson. Cite specific examples from the video and the two students' work to support the observations and analysis.

✎ Compare the objectives for student learning to the student learning observed in the video.

MENTOR REFLECTION FORM ON VIDEO
REQUIRED---EMAIL TO PROTÉGÉ TO ATTACH TO APPROPRIATE LESSON
USING THE ONLINE PORTFOLIO

Mentors: Please complete this checklist, and then email it to the candidate.

Mentor name: _____

The teacher used one of his/her five smartDESKTOP lesson plans in the video.   Yes _____ No _____

Comments or evidence:

The teacher spoke in a clear and understandable manner.   Yes_____ No _____

Comments or evidence:

The teacher provides students with opportunities to reason, ask questions, and communicate their
    ideas about the English concept.
.
                                                                                                            Yes _____ No _____

Comments or evidence:

The teacher provides students with opportunities to explore different approaches to discovering new
understandings, solving problems, and to explain their reasoning.

                                                                                                            Yes _____ No _____

Comments or evidence:

**MY COMPLETION OF THIS FORM ONLY SERVES TO DOCUMENT WHAT I
OBSERVED. IT IS NOT AN EVALUATION OF TEACHING.**

ACTIVITY ON STUDENT WORK/ASSESSMENTS
REQUIRED

Provide to your mentor the COMPLETED AND SCORED student work/assessments from Student A and Student B for all five days of your lesson plans. Your analysis of this work is addressed in your daily analysis. Your mentor will complete the following checklist, email it to you and you will attach the mentor reflection to Lesson Five **using the Online Portfolio program**.

MENTOR REFLECTION FORM ON STUDENT ASSESSMENTS/WORK REQUIRED---ATTACH TO LESSON FIVE USING THE ONLINE PORTFOLIO

Mentors: Please complete this checklist to be attached by the candidate.

Mentor Name: _____

The teacher presented student work for two students from ALL lessons.   Yes _____   No _____

Comments or evidence:

The work was an appropriate tool to measure the skills taught.   Yes_____ No _____

Comments or evidence:

The teacher provided the students with clear and concise feedback.

Yes _____   No _____

Comments or evidence:

The teacher could explain what the assessment/work meant and how
Future lessons would be changed based upon the data.

Yes _____   No _____

Comments or evidence:

The teacher provides additional opportunities for reinforcement/reteaching.   Yes _____   No _____

Comments or evidence:

MY COMPLETION OF THIS FORM ONLY SERVES TO DOCUMENT WHAT I OBSERVED. IT IS NOT AN EVALUATION OF TEACHING.

REFLECTION ON TEACHING AND LEARNING
REQUIRED---ATTACH TO DAY FIVE USING <u>THE ONLINE PORTFOLIO</u>

Summarize your teaching and the student learning throughout the five days of lesson plans. Be sure to address the following prompts.

✐ What did you learn about your students' ability to analyze content using English skills over the whole unit?

✐ How did your unit design, instructional strategies, and assessments support students' abilities to develop and/or use English skills during the whole unit?

✐ How can you improve the unit design, instructional strategies, and assessments of this unit for a similar group of students in the future? Be specific and support your ideas with relevant evidence from the portfolio.

FINAL STEPS

When you are satisfied that you have met all of the requirements of the portfolio submission, please proceed as directed:

1. In smartDESKTOP, navigate to "Collaboration", and then choose "Add colleague". In the drop down box choose the area which best fits your portfolio submission, i.e. Grade 1, Elementary; Grades 6-12, Music, etc.

2. Email portfoliocomplete@doe.in.gov

2. Include in the email the following information:

> YOUR NAME
> YOUR SCHOOL
> DATE SPAN OF YOUR LESSONS (ex. Week of April 15-20)
> COLLABORATION GROUP YOU CHOSE (i.e. Grade 1, Elementary; Grades 6-12, Music, etc.)

3. You will receive an automated response from our office. Please print this to serve as your receipt of submission.

4. In approximately four weeks, you will be emailed from our office with your portfolio results. This email will include a pass/fail letter, a verification form to be signed by you, your mentor and principal and further directions for license renewal.

PORTFOLIO CHECKLIST

1. **Profile Form (attach to Lesson One)**

2. **Commentary on Learning Community (attach to Lesson One)**

3. **Descriptors for Student A and Student B. (attach to Lesson One)**

4. **Commentary on Series of 5 lessons. (attach to Lesson One)**

5. **Lesson Plans for 5 contiguous days (smartDESKTOP)**

6. **Analysis of teaching (attach to each day's lesson, 5 in all)**

7. **Videotape. Review and share with mentor.**

8. **Commentary on video. (attach to appropriate lesson)**

9. **Mentor reflection on video (attach to appropriate lesson)**

10. **Student Work. Share student work/assessments with mentor.**

11. **Mentor reflection on student work. (attach to Lesson Five)**

12. **Reflection on teaching and Learning. (attach to Lesson Five)**

Remember: Your portfolio will be completed entirely online. Do not mail any items to the DOE.

The following attachments are presented for your information only and to support you as you build your portfolio.

STANDARDS-BASED TEACHING IN ENGLISH LANGUAGE ARTS

English language arts teachers help students see the possibilities in texts, in communication, and in their own responses to the world. By blending knowledge of content, pedagogy, resources, and students, the standards-based English language arts teacher can create lively, interactive, and challenging classrooms.

In English language arts the focus is on receiving and creating communication. **Standards provide a framework to help students shape experiences that promote communication and guide choices.** Using standards and benchmarks teachers can create learning communities where students can practice strategies to become thoughtful and insightful readers, listeners, viewers, writers, and speakers. By integrating the English language arts areas, using student strengths and providing a safe environment, teachers can help students explore ideas and concepts by helping them take critical stances in their own thinking, reading, and writing.

To understand texts, English language arts teachers encourage students to:
- question themselves
- question the text
- construct meaning/understanding
- make connections to themselves, the world and other texts
- consider others' viewpoints or look from different perspectives

When students can justify their interpretations/critical stances with both the text and their personal connections, they will have developed strategies toward becoming interactive readers.

English language arts teachers provide a range of opportunities to help all students work through a writing process that includes both composition and correctness. Student writers develop and rework their own texts toward a purpose and audience while using appropriate conventions that include proper spelling, grammar, usage, and mechanics.

To provide opportunities for all students to engage in critical communications as readers, writers, and thinkers, English language arts teachers:

- know and use their goals to create activities/scaffold learning
- identify and use students' strengths to extend learning
- connect assessments to goals
- provide opportunities for students to demonstrate their achievement in ways consistent with the learning strategies practiced

These standards-based teachers use the results from a variety of assessments to help individual students continue to grow, to plan, and to improve their own teaching practices.

To access Indiana Standards for Teachers of English Language Arts, go to the DPS website:

Division of Professional Standards
www.doe.state.in.us/dps
Click on "Standards"

Each beginning teacher seeking eligibility for a Proficient Practitioner License must meet the following standards of completion.

Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

1. **Comprehensiveness**
   All components of the teaching portfolio are present.

2. **Adequacy**
   The contents of the portfolio reflect that the beginning teacher *has followed the portfolio handbook directions* with regard to the following:

   - **period of time teaching is documented**
   - **nature and quantity of student work**
   - **content of the lesson commentaries (i.e., teacher's narrative is consistent with the questions asked)**

3. **Timeliness of submission**
   The portfolio must be submitted by the specified deadline. The submission window is November 1, 2008 to May 1, 2009. Any requests for extensions need to be submitted in <u>writing</u> (email is NOT acceptable) by April 15, 2009.

Conduct in Accordance with the Code

The teaching documented in the portfolio must reflect professional and ethical conduct.

Consequences for Failure to Meet Standards of Completion at End of Year Two

The beginning teacher will be required to participate for an additional year in the IMAP and re-submit a portfolio during year three. A copy of the letter informing the beginning teacher that he/she has not met the standards of completion will be sent to the superintendent and principal.

Consequences for Failure to Meet Standards of Completion at End of Year Three

The beginning teacher is considered to have not met the IMAP requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to teach in the future in an Indiana public school, the candidate must petition the Office of Educator Licensing and Development to determine future eligibility for an Initial Practitioner License.

Confidentiality

Every effort is made to keep your name, school, and students' names confidential. Your portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private.

If your portfolio is to be used for any other purposes, your written permission will be requested.

Do not use your name or the name of your school in any part of your portfolio documentation.

The student work that your mentor reviews must be original and authentic.   Student names should be removed from these documents.

Videotaping

Prior to videotaping, notify parents or guardians of students in your class about the purpose of the videotapes required for your portfolio submission. English and Spanish parent/guardian notification forms are included in this packet. (link to forms) Please keep these forms in your possession; they do not need to be submitted to our office. You may use whatever type of media you have to video your classes and play back for you and your mentor. No videos, tapes, CD's or DVD's are required to be submitted to our office.